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ABSTRACT

The School to Employment Program (STEP) operated during 1992-93 as an employment-oriented program served economically disadvantaged, out-of-school youth between the ages of 16-21, with special emphasis on 18- and 19-year-olds. Program participants were provided an opportunity to engage in work experience or on-the-job training, to improve academic skills, and to receive counseling and referral to supportive services. During the program year, 738 young people participated in the program at 18 sites throughout New York State. Data showed that participants obtained an average posttest reading grade equivalent of 10.2 in comparison to an average pretest reading grade level of 8.2, or a 2.0 grade-level gain. In math, participants achieved an average gain of 1.5 grade levels with an average pretest score at the 7.8 grade level and a posttest grade level of 9.3. In all but two programs, participants demonstrated mastery of all three subtests of the World of Work "work maturity" test. In over half of the STEP programs, 30 percent or more of the participants obtained unsubsidized employment and one-fifth of all participants obtained their general equivalency diploma. The majority of respondents to an employer survey saw an improvement in the participants' work attitude and vocational skills; 85 percent said they would participate again. Over 90 percent of participants said the program helped them develop or improve their career plans. (YLB)

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SCHOOL TO EMPLOYMENT PROGRAM

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1992-1993 ANNUAL REPORT

STATE OF NEW YORK
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School To Employment Program Annual Report 1992-1993

For Programs At:

- Access SDA
- Bronx Center for Progressive Services
- Broome County Catholic Youth Organization (CYO)
- Catholic Charities of Buffalo, Inc.
- Coalition for People's Rights
- Economic Opportunity Program Chemung/Schuyler Counties, Inc. (EOP)
- Education Assistance Corp., Inc. (EAC)
- Elmcot Youth & Adult Activities, Inc.
- Henry Street Settlement
- Just Us, Inc.
- Latimer Woods Economic Development Association
- Monroe Community College
- National Puerto Rican Forum, Inc.
- NY Urban League
- Ridgewood Bushwick Senior Citizens Co., Inc.
- Schenectady County Youth Consortium
- UAW Labor Employment and Training Corp.
- Vanguard Urban Improvement Association, Inc.

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The School To Employment Program (STEP) is administered by the New York State Department of Labor, Division of Workforce Development and Training, Joseph Baez, Director; Yue Yee, Deputy Director; Terry Failing, Director, Field Operations; Tom Morrison, Chief, State Programs Unit; and Henry Daisey, Youth Education, Employment and Training Program Specialist.

The Division of Workforce Development and Training is responsible to Andre' Dawkins, Deputy Commissioner for Employment and Training.

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Background

The School to Employment Program (STEP) was initially funded by the New York State Legislature in the mid-80's. At that time, the program had two components -- an in-school component and an out-of-school component. For both components, recruitment efforts focused on economically disadvantaged young people between 14 and 21 years of age. The goal of the in-school component was to encourage participants to remain in school by providing part-time jobs, counseling and encouragement for school attendance and performance. The out-of-school program attempted to increase employment readiness and the basic skills of school dropouts through on-the-job training, work experience, placement, remediation, GED preparation and counseling.

From 1986 through 1991, the STEP program operated with two components and served over 2,500 youth annually, with the majority being served in the in-school component. With declining funding, policy makers were forced to target resources to those most in need, recognizing, however, that while other options often existed for in-school youth, the situation was much more dire for out-of-school young people. For the 1991-1992 program year, funding was discontinued for the in-school STEP component. Twenty-one "out-of-school" programs were approved, serving approximately 800 individuals. In the 1992-1993 program year, 18 STEP programs operated throughout New York State, serving 738 young people.

The 1992-1993 program year was the last to use the traditional STEP model, which allowed programs to select the number of cycles per year, some with as many as eight. Beginning with the 1993-1994 program year, STEP programs would be limited to one or two cycles, and would incorporate Experience Based Career Education (EBCE) and teach the skills described in the Secretary's Commission on Achieving Necessary Skills (SCANS) report. The 1992-1993 programs, following the traditional STEP model, are described in this report.

Executive Summary

- During the 1992-1993 program year, the School to Employment Program (STEP) served 738 economically disadvantaged, out-of-school youth, at 18 program sites located throughout the State.
- Program participants face many barriers to employment success; STEP provides them with an opportunity to engage in work experience or training as well as to improve their academic skills, all within a context of counseling and supportive services.
- Two-thirds of all STEP programs met or surpassed their planned enrollment goals for the 1992-1993 program year.
- Over half of the STEP participants were female, all were school dropouts and almost two-thirds were minorities.
- Eighty-five percent of the STEP participants had dropped out of high school in the tenth grade or earlier; about 15 percent were single parents and 18 percent had dependents under 6 years of age.
- Two areas of particular interest were participants' advances in their reading and math skills:

Participants obtained an average post-test reading grade equivalent of 10.2 in comparison to an average pre-test reading grade level of 8.2, or a 2.0 grade-level gain.

In math, participants achieved an average gain of 1.5 grade levels with an average pre-test score at the 7.8 grade level and a post-test grade level of 9.3.

- In all but two programs, participants demonstrated mastery of all three subtests of the World of Work, "work maturity" test.
- Other positive outcomes included the number of participants who obtained unsubsidized employment or obtained their GED:

In over half of the STEP programs, 30 percent or more of the participants obtained unsubsidized employment.

One-fifth of all participants obtained their GED; and, this percent reached over one-third of participants in two individual programs.

- When employers were surveyed regarding their satisfaction with the program, the majority of respondents saw an improvement in the participants work attitude and vocational skills by the end of the program. Eighty-five percent said they would participate again.
- Participants were also surveyed regarding their experiences. Over ninety percent said the program helped them develop or improve their career plans. Less than four percent indicated that they would not recommend the program to their friends.

The School to Employment Program (STEP)

Introduction

The School to Employment Program (STEP) is an employment-oriented program designed to serve economically disadvantaged, out-of-school youth between the ages of 16-21 years, with special emphasis on 18-19 year olds. Preference in this program is given to homeless young people, teen parents, or those from families receiving public assistance.

Program participants are provided an opportunity to engage in work experience or on-the-job training, as well as to improve their academic skills. Throughout the program, they receive counseling and referral to supportive services, as necessary.

During the 1992-1993 program year, 738 young people participated in the program at 18 sites throughout New York State. Project sites and their geographic locations are listed below.

- | | |
|---|---|
| 1. Access SDA (Plattsburgh) | 10. Just Us, Inc. (NYC) |
| 2. Bronx Center For Progressive Services (Bronx) | 11. Latimer Woods Economic Development Association (Brooklyn) |
| 3. Broome County CYO (Binghamton) | 12. Monroe Community College (Rochester) |
| 4. Catholic Charities (Buffalo) | 13. National Puerto Rican Forum Inc. (NYC) |
| 5. Coalition for People's Rights (Newburgh) | 14. NY Urban League (NYC) |
| 6. Economic Opportunity Program (EOP) of Chemung/Schuyler Inc. (Elmira) | 15. Ridgewood Bushwick Senior Citizens Inc. (Brooklyn) |
| 7. Education Assistance Center (EAC) Inc. (Carle Place) | 16. Schenectady County Youth Consortium |
| 8. Elmcot Youth and Adult Activities Inc. (East Elmhurst) | 17. UAW Labor Employment And Training Corp. (Buffalo) |
| 9. Henry Street Settlement House (NYC) | 18. Vanguard Urban Improvement Association Inc. (Brooklyn) |

Table 1
Comparison of Planned And
Actual Enrollments by Project Site

Program Enrollment

Once again, two-thirds of STEP programs met or surpassed their goals for participant enrollment. A comparison of planned and actual enrollment for the 1992-1993 program year is displayed in Table 1. Although the actual enrollment of 738 participants was less than the planned enrollment of 795, Table 1 shows that 12 out of 18 STEP programs either met or surpassed their enrollment goals, while six programs failed to meet their goal.

Program Name	Number of Enrollments		Difference from Plan
	Actual	Planned	
Total	738	795	-57
1. Access SDA	25	20	+ 5
2. Bronx Center	41	45	-4
3. Broome County (CYO)	32	52	-20
4. Catholic Charities of Buffalo	38	48	-10
5. Coalition for People's Rights	30	30	0
6. Economic Opportunity Program	38	38	0
7. Education Assistance Center	42	38	+ 4
8. Elmcot	60	54	+ 6
9. Henry Street Settlement House	37	30	+ 7
10. Just Us, Inc.	26	26	0
11. Latimer Woods	24	30	-6
12. Monroe Community College	48	40	+ 8
13. National Puerto Rican Forum	27	26	+ 1
14. NY Urban League	42	40	+ 2
15. Ridgewood Bushwick	65	65	0
16. Schenectady County Youth Consortium	41	30	+ 11
17. UAW Job Development	45	48	-3
18. Vanguard	77	135	-58

Table 2
Characteristics of 1992-1993
STEP Program Participants

Participant Profile

Characteristic data were available for 685 or 93 percent of the 737 enrollees. Over half (57%) of the STEP participants were female, all were school dropouts and almost three quarters were minorities. Table 2 summarizes the characteristics of STEP participants.

Characteristic	Percent
Total	100.0
Sex	
Male	42.8
Female	57.2
Age	
16 or under	11.5
17 years	26.0
18 years	24.1
19 years	19.0
20-21 years	19.4
Ethnic Group	
African American	42.1
Hispanic	29.2
White	27.7
Other	1.0
Education	
School Dropout	98.8
High School Equivalency	1.2
Highest Grade	
11th	20.1
10th	34.0
9th	35.1
8th or less	10.8
Family Status	
Single Parent	14.5
Dependents under 6	17.8
Welfare Status	
AFDC	45.7
HR	6.4

STEP Activities

Participants involved in the STEP program are tested for their reading and math levels upon entry into the program, using the "Test of Adult Basic Education" or "TABE." An individualized program plan is developed for each participant, based on the deficiencies identified through these tests, as well as on the individual's occupational interests. Since the goal of the program is to assist young people in obtaining unsubsidized employment, program activities include tutoring and/or basic skills remediation, pre-employment job skills exercises, as well as work experience, on-the-job training, or vocational skills training. Each participant's individualized program plan (IPP) is reviewed and updated as needed.

Program Standards

Individuals who are involved in the STEP program often come with multiple barriers to employment success. Nevertheless, the overall goal of the program is to provide the instruction and support that will facilitate these young people's entry into the labor market.

In order to measure progress toward this goal, standards are set in five areas against which programs are measured. The standards are based on what participants have been able to achieve in the prior year's program. That is, the standards represent the minimum level of achievement that 75 percent of the participants in last year's program were able to attain. It is important to note that many programs were multi-cycle within a year; and, as such, they lasted only a few months. This tended to lower their level of achievement.

For the 1992-1993 program year, the following were set as the minimum STEP standards for achievement:

1. Reading - 0.7 grade level gain.
2. Math - 0.8 level gain.
3. Educational - A total of 17 percent of participants must return to school, obtain their GED or enter other training.
4. Work Maturity - On the "World of Work" tests, a total of 47 percent of participants must score 80 percent correct.
5. Unsubsidized Employment - 19 percent of participants must obtain employment.

Step Program Achievements

The section below describes STEP program achievements. Data were available for 617 participants.

Reading And Math

The average pre-test scale score on the TABE tests for reading was 754, which converts to a grade level of 8.2; the average post-test score was 771, which converts to a grade level of 10.2. Therefore, STEP participants averaged a 2.0 grade-level gain in reading.

Participants also showed a grade level gain in math. Subtracting the pre-test average grade-level of 7.8 (761 scale score) from the post-test average grade level of 9.3 (scale score 781) reveals an average math gain of 1.5 grades.

Of the 18 STEP programs, all but three met the minimum reading standards. Notably, ten programs demonstrated reading gains that substantially exceeded the standard. These were Bronx Center, Broome County Catholic Youth Organization (CYO), Coalition for People's Rights, Elmcot, Economic Opportunity Program of Chemung/Schuyler, Henry Street, Just Us, Schenectady County JTPA, UAW Job Development and Vanguard.

Looking at program achievements in math, all but four programs met the minimum math standard. However, eight programs demonstrated notable gains in math. They were Bronx Center, Broome County CYO, EOP of Chemung/Schuyler, Henry Street, Just Us, Ridgewood Bushwick, Schenectady County JTPA and UAW.

Table 3 presents reading and math achievements for each program.

Table 3
STEP Participants' Gains in
Reading and Math
1992-1993

Program	No. of Participants	Average Pre-Program Grade Equivalent	Average Post-Program Grade Equivalent	Average Grade Gain
All Programs				
Reading	617	8.2	10.2	2.0
Math	617	7.8	9.3	1.5
Access - SDA				
Reading	19	9.0	9.8	0.8
Math	19	9.1	11.1	2.0
Bronx Center				
Reading	29	7.4	9.2	2.8
Math	29	6.4	9.1	2.7
Broome County CYO				
Reading	32	8.8	12.9	4.1
Math	32	8.0	12.7	4.7
Catholic Charities				
Reading	38	11.1	12.5	1.4
Math	38	9.3	10.6	1.3
Coalition for People's Rights				
Reading	30	6.0	9.0	3.0
Math	30	7.0	8.3	1.3
EAC, Inc				
Reading	27	7.3	8.1	0.8
Math	27	7.6	8.1	0.5 **
Elmcor				
Reading	49	7.3	9.2	1.9
Math	49	7.3	8.5	1.2
EOP Chemung				
Reading	37	9.0	12.9	3.9
Math	37	8.7	11.7	3.0
Henry Street				
Reading	30	10.2	12.9	2.7
Math	30	8.6	12.7	4.1
Just Us, Inc				
Reading	24	8.2	10.8	2.6
Math	24	8.1	11.4	3.3

Table 3 (continued)
STEP Participants' Gains in
Reading and Math
1992-1993

Program	No. of Participants	Average Pre-Program Grade Equivalent	Average Post-Program Grade Equivalent	Average Grade Gain
Latimer Woods				
Reading	18	8.8	9.1	0.3 *
Math	18	7.9	8.6	0.7 **
Monroe Community College				
Reading	36	8.5	8.6	0.1 *
Math	36	8.3	8.6	0.3 **
National Puerto Rican Forum				
Reading	27	7.8	9.6	1.8
Math	27	7.4	8.6	1.2
New York Urban League				
Reading	24	7.5	6.9	-0.6 *
Math	24	7.1	6.9	-0.2 **
Ridgewood Bushwick				
Reading	58	8.2	10.0	1.8
Math	58	7.5	10.4	2.9
Schenectady County Youth Consortium				
Reading	35	10.4	12.9	2.5
Math	35	8.3	12.9	4.6
UAW Job Development				
Reading	35	7.2	9.6	2.4
Math	35	7.1	9.4	2.3
Vanguard				
Reading	69	9.3	12.5	3.2
Math	69	7.5	8.8	1.3

* - Did not achieve minimum 'grade level gain' standard in reading.

** Did not achieve minimum 'grade level gain' standard in math.

World of Work

One of the goals of the STEP program is to expand participants' knowledge of and ability to function in the labor force. They do this through career exploration and work experience, and through exposure to "life skills" or pre-employment skills. One of the tools used to measure progress in the acquisition of these skills is the "World of Work" or "WOW" test.

Originally developed by the Federal Job Corps to "enhance corpsmen's employment opportunities and their potential to enter and function successfully in the workforce," the WOW is composed of three subtests in the areas of "occupational knowledge," "survival skills/community resources" and "consumer economics."

Activities typical of the "occupational knowledge" area would include asking students to identify information sources for job opportunities, identify the qualities that make a good employee, and explain the legal and financial aspects of employment. In the area of "survival skills/community resources" students would be asked to demonstrate their basic skills which enhance their effectiveness and increase their ability to succeed in the work world, such as being able to compute and make change, use transportation systems or maintain a car. The "consumer economics" aspects of the WOW program concern being able to plan and manage a budget, understanding credit, housing needs and utilities costs.

Students are given a WOW pre-test in each of three subtests; and after completing the program, they are given a WOW post-test. Based on prior year's program achievement, the WOW standard was set at a level requiring 47 percent of students to achieve mastery (defined as answering 80 percent of the post-test questions correctly). In the vast majority of programs, students demonstrated mastery of three subtests of the WOW. Table 4 provides results for each program.

Table 4

STEP Program Achievements
Three Subtests of WOW
(Number and percent achieving score of 80 percent or more)

	Total	Consumer Economics		Occupational Knowledge		Survival Skills/ Community Resources	
		No.	Percent	No.	Percent	No.	Percent
All Programs	600	432	72.0	488	81.3	501	83.5
Access SDA	19	14	73.7	16	84.2	15	78.9
Bronx Center	29	19	65.5	22	75.9	18	62.1
Broome County (CYO)	34	28	82.4	32	94.1	33	97.1
Catholic Charities of Buffalo	38	34	89.5	37	97.4	36	94.7
Coalition for People's Rights	30	18	60.0	22	73.3	24	80.0
Economic Opportunity Program Chemung/Schuyler Counties, Inc. (EOP)	37	36	97.3	37	100.0	36	97.3
Education Assistance Center, Inc. (EAC)	27	15	55.6	21	77.8	25	92.6
Elmcor	49	27	55.1	40	81.6	40	81.6
Henry Street Settlement House	30	23	76.7	29	96.7	30	100.0
Just Us, Inc.	24	20	83.3	14	58.3	22	91.7
Latimer Woods	18	10	55.6	13	72.2	12	66.7
Monroe Community College	32	14	43.8	21	65.6	24	75.0
National Puerto Rican Forum	26	26	100.0	22	84.6	24	92.3
New York Urban League	13	3	23.1	7	53.8	6	46.2
Ridgewood Bushwick	57	33	57.9	43	75.4	45	78.9
Schenectady County Youth Consortium	36	20	55.6	21	58.3	22	61.1
UAW Job Development	35	33	94.3	33	94.3	34	97.1
Vannguard	66	59	89.4	58	87.9	55	83.3

Other Outcome Standards

Under the STEP program guidelines, successful programs will meet any three of the five program standards; and, one of the three must be either the "educational" or the "unsubsidized employment" standard. In addition to standards related to improvements in reading levels, math levels and performance on the WOW test, programs are encouraged to motivate participants to return to school, attain their general equivalency diploma (GED), obtain additional training (collectively the educational requirement), or obtain unsubsidized employment. Table 5 presents information on these program standards. (In addition, information is presented in Table 6 on the number and percent who were enrolled in GED preparation, although this was not an outcome standard.)

As can be seen from Table 5, obtaining unsubsidized employment was the strongest outcome area. In over half of the programs, more than a third of participants obtained unsubsidized employment. The programs with the highest percentage of participants obtaining unsubsidized employment were EOP at 66 percent and Ridgewood Bushwick at 49 percent.

Another relatively strong outcome area involved participants obtaining their GED. One-fifth of all participants obtained their GEDs. Among individual programs, thirty-nine percent of Catholic Charities youth and thirty-five percent of Henry Street youth obtained their GEDs.

Enrollment in a GED preparation course is another STEP program objective. Table 6 presents the number of participants who enrolled in GED preparation courses in each program. Some programs put more emphasis on this activity than others; therefore, it was not unusual for 100 percent of participants to be enrolled in "GED prep."

Table 5
STEP Program
1992-1993
Program Outcomes

Programs	Total		Returned to School		Attained GED		Attained Unsubsidized Employment		Enrolled in Additional Training	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Total	738	100.0	15	2	149	20	261	35	77	10
Access SDA	25	100.0	0	0	7	28	10	40	1	4
Bronx Center */**	41	100.0	1	2	4	10	5	12	1	2
Broome County (CYO)	32	100.0	1	3	4	13	8	25	3	9
Catholic Charities of Buffalo	38	100.0	0	0	15	39	15	39	6	16
Coalition for People's Rights	30	100.0	0	0	2	7	11	37	6	20
Economic Opportunity Program	38	100.0	2	5	8	21	25	66	3	8
Education Assistance Center	42	100.0	1	2	4	10	14	33	6	14
Elmcor **	60	100.0	2	3	12	20	10	17	4	7
Henry Street Settlement House	37	100.0	0	0	13	35	13	35	2	5
Just Us, Inc.	26	100.0	3	12	5	19	8	31	0	0
Latimer Woods	24	100.0	0	0	6	25	5	21	6	25
Monroe Community College	48	100.0	1	2	6	13	22	46	1	2
National Puerto Rican Forum	27	100.0	0	0	6	22	6	22	2	7
NY Urban League *	42	100.0	0	0	1	2	19	45	2	5
Ridgewood Bushwick	65	100.0	0	0	13	20	32	49	5	8
Schenectady County Youth Consortium	41	100.0	2	5	12	29	8	20	3	7
UAW Job Development	45	100.0	1	2	14	31	17	38	0	0
Vanguard	77	100.0	1	1	17	22	33	43	26	34

* Did not achieve minimum 'educational' standard.

** Did not achieve minimum 'unsubsidized' employment standard.

Table 6
STEP Program Participants
Enrolled in GED Programs

	Total	Number Enrolled in GED	Percent
All Programs	738	539	73
Access SDA	25	7	28
Bronx Center	41	24	59
Broome County (CYO)	32	6	19
Catholic Charities of Buffalo	38	15	39
Coalition for People's Rights	30	21	70
Economic Opportunity Program Chemung/Schuyler Counties, Inc. (EOP)	38	38	100
Education Assistance Center Corp. Inc. (EAC)	42	42	100
Elmcor	60	43	72
Henry Street Settlement House	37	34	92
Just Us, Inc.	26	26	100
Latimer Woods	24	24	100
Monroe Community College	48	29	60
National Puerto Rican Forum	27	27	100
NY Urban League	42	33	79
Ridgewood Bushwick	65	52	80
Schenectady County Youth Consortium	41	22	54
UAW Job Development	45	19	42
Vanguard	77	77	100

Employer Survey

STEP programs are expected to provide participants an opportunity to engage in work experience during the course of the program. Employers involved in work experience included restaurants, retail stores, daycare centers, fast food eateries, etc. In order to determine their level of satisfaction with program participants, employers were asked to complete a survey asking nine questions regarding participant attendance, punctuality, work attitude, vocational skills, etc.

A limited number of employer survey forms were completed and returned; programs ran into logistical difficulty with distribution and collection. Those that were returned, however, demonstrated a general employer satisfaction with the participants placed with them. Table 7 below shows the percent distribution of ratings provided by employers regarding participants' attendance, punctuality, work attitude and vocational skills. Approximately 70 percent of the employers saw an improvement in the participants' work attitude by the end of the program; about half (49.2%) saw "some" improvement and another fifth (19.4 %) saw great improvement. Likewise, approximately 77 percent of the employers saw improvement in vocational skills by programs' end, i.e., more than one-quarter (26.9%) of the employers saw "great" improvement and another 40 percent saw "some" improvement.

TABLE 7

Employer Survey Regarding STEP Participants Placed with Them

<u>Question</u>	<u>Total</u>		<u>Rating</u>				
	<u>No.</u>	<u>%</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>N.A.</u>
1. Attendance - beginning of program	67	100	35.8%	47.8%	10.4%	4.5%	1.5%
2. Attendance - end of program	"	"	28.6	44.7	11.8	7.5	7.4
3. Punctuality - beginning of program	"	"	37.3	46.3	10.4	3.0	3.0
4. Punctuality - end of program	"	"	38.8	29.9	13.4	7.5	10.4
5. Work attitude - 1st 2 weeks	"	"	26.9	50.9	13.4	4.5	4.3
6. Vocational skills - 1st 2 weeks	"	"	20.9	56.7	11.8	6.0	4.6
			<u>Great Improvement</u>	<u>Some Improv.</u>	<u>Little Improv.</u>	<u>No Improv.</u>	<u>N.A.</u>
7. Work attitude - end of program	"	"	19.4%	49.2%	11.9%	6.0	13.5%
8. Vocational skills - end of program	"	"	26.9	40.3	11.9	8.9	12.0
9. Would you (i.e. employer) participate again?			Yes 85.1%	No 6.0%	No answer 8.9%		

Eighty-five percent of the employers' responses were positive regarding the willingness to participate in the program again. Some of the comments provided by employers are shown below; most are positive, others show a different view.

- "Program is beneficial to all participants involved."
- "I feel this program is a great asset to our youth in the community; it gives them a better understanding of how important education is."
- "Excellent program; 'good man'."
- "Excellent program; 'we hired the participant'."
- "Kid only lasted days."

Participant Survey

Participants are also asked to provide feedback regarding their experiences in the program. Questions asked of participants concerned their satisfaction with various components of the program, their ability to resolve any problems encountered in the program, and questions concerning the effect of the program on participants' career plans.

Responses were received from almost 200 STEP program participants, and again, their responses were generally favorable.

Asked for their level of satisfaction with "counseling;" "basic education;" "career education" and "work experience," over half of the respondents in every category but "work experience" indicated that they were "very satisfied." Forty-six percent of the participants indicated that they were "very satisfied" with work experience, but this area also had the highest percent indicating that they were "not satisfied (9 percent)". This could either be because the quality of the work experience did not meet expectations or because work experience was not available - a factor that needs to be explored further.

Over 90 percent of the respondents indicated that the program helped them to develop or improve their career plans. When asked what they now planned to do, one third indicated that they would find a job or continue in their job, another 31 percent planned to enroll in a post-high school educational program, and 16 percent said they would return to or continue their high school education. Fifteen percent indicated some combination of options.

When asked whether they would recommend the program to their friends, 59 percent said that they definitely would, and another 34 percent said "probably." Less than four percent answered negatively.

An opportunity was provided for participants to add any comments regarding other aspects of the program. Almost one-fourth (23.5%) took advantage of this opportunity. Most expressed gratitude at being able to participate in the program; some offered suggestions for improvement. A sampling is shown below.

Appreciation

- "I felt like they really cared about my education."
- "My educational experience has been very helpful, especially in math because I think I have learned a lot more and gained some insight on where I'm going."
- "I really believed that this program would help me excel and I really did."
- "Very pleased with the individual attention you get. It helped me a lot."

Suggestions for Improvement

- "In this program they should pay you until you find a job."
- "I would have liked to have had a part-time job while I was here."
- "They did not give us our money on time."
- "I had a good time but for the future I feel there should be a teacher all the time teaching in the room for the three hours that we are there."

Program Environment

The School to Employment program provided services to youth who were facing many barriers to success in the labor force. Through remedial reading and math, exploration of career options and work experience, the STEP program attempted to alleviate some of the barriers and better prepare participants for labor force participation. In order to understand the environment within which the programs are operating, the following are excerpts from quarterly narrative reports.

Adirondack County Consortium for Employment and Support Services (ACCESS) -

"Recruitment has been difficult - limited numbers and limited interest by some. In some instances, job retention once placed has been difficult. Limited job market."

Broome Co., CYO - "Recent placements have included nursing home work, including nurse's aide training, customer service work, cashier experiences, etc. Many students have

completed GED preparation, one recently received positive test results, and 2 are waiting for results from the June exam."

Bronx Center for Progressive Services - "While successful in meeting our quota, recruitment was difficult because many potential candidates are resistant to commit to a six-month program during summer months when employment is possible."

Catholic Charities - No comment.

Coalition for People's Rights - "STEP published our 1st quarterly newsletter." We had a "workshop - 'Day of Community Linkage' which was well attended by parents and representatives from the community. Both of the activities were very successful."

Economic Assistance Corporation - "The accomplishments are as follows: four students from Cycle 1 passed the GED exam, two enrolled in college, five took the exam, four are scheduled for the exam, six obtained employment, two filled out applications for voting cards and three obtained a drivers license." "Consistent attendance is always a problem. Participants seem to have difficulty breaking away."

Economic Opportunity Program - "EOP's STEP program was very successful in both Schuyler and Chemung Counties. Transportation was a problem in Schuyler until a system was devised to pay drivers 24 cents a mile to bring other participants to the program. One young lady drove 30 miles one way daily, picking up two other participants who lived along the same route. Without this transportation assistance, they would not have been able to successfully complete the program."

Elmcot - Activities have included "workshops, prematurity competence classes, just speakers." "We are short-staffed. We are presently seeking to fill to counseling positions."

Henry Street Settlement House - "A local elementary school -- has placed 2 young women in internships as librarian aide and art and teacher assistant. The Educational Video Center has one intern working as a computer entry clerk and distribution assistant." "For the record, there are 37 students enrolled in the STEP program. There are also eleven participants who are single parents with dependents under the age of six."

Just Us - Program accomplishments - "all 13 participants have completed a 17 week GED prep course"

Latimer Woods - "We administered a diverse schedule of activities ranging from extensive computer training to video taped mock interviews. We will continue the activities for our

second cycle participants." "Problems have not been programmatic more than they have been participant oriented. Participants experienced problems including gynecological health, brief incarceration, public assistance mismanagement and in-home discrepancies all of which served in most cases to briefly disrupt attendance."

Monroe Community College - "Seventy-three percent of students enrolled in the program participated in work-experience opportunities. Again, there were circumstances that contributed to why employment placements were not as positive as anticipated. Students were unable to work due to pregnancy, unresolved child care problems or there were students who were unwilling to work."

National Puerto Rican Forum - "During this quarter our program has accomplished several things. We have three students who have passed their GED, six students obtained unsubsidized employment. One student is enrolled in a New York telephone college program." . . . "At our site we have been without a copy machine for several months, which has made it difficult to keep up with paperwork. We also had to wait a period of time to get token money for our students."

New York Urban League - "Thanks to the N.Y.U.L. - Bronx Branch and the Consortium of Al-Rish Youth Agencies (CAYA), many of the STEP participants will be receiving training in conflict resolution, peer mediation and peer mentoring, focusing on situations they are likely to encounter in their neighborhoods."

Ridgewood Bushwick - Cycle 4 participated in a field trip to see the "Hispanic Ballet," "Cycle 5 participated in the career fair in Corona. Also our students attended . . . Will Rogers Follies. . . and participated in the '93 Youth Days at Maria Hernandez Park." "To-date, a total of 23 students have been tested (for the GED), 8 have passed and 8 failed the GED exam."

Schenectady County Job Training Agency - "STEP youth participated in a career fair sponsored by the Schenectady Municipal Housing Authority. Youth anticipating work experience opportunities continue to prepare for interviews by going through mock interviews, discussion groups, etc." "Youth enrolled in the program have experienced crisis events in their lives involving medical/psychological problems which have caused them to lose focus on their program goals."

United Auto Workers Job Development (UAW) - "Receiving Buffalo Board of Education Assistance. More high schools are referring dropouts to us. Working with colleges to enroll our students after they receive their GED. More employers are informing us about

job openings. We would like to see an expedient correcting procedure for the GED exam to receive results sooner than seven to ten weeks."

Vannguard - "The students enjoyed several informative trips. The first was to the Dept. of Labor Job and Career Center where they had an opportunity to video tape their mock interviews. The following trip was to AT&T Info. Quest. Here is where the students had an opportunity to learn about microscopic computer chips, robotics and video phones. The third trip was to IBM Brooklyn. The students appreciated a tour of this wonderful location in which they had opportunity to explore the various jobs held by IBM technicians."

Appendix

1992-1993 School to Employment Program Account Executives And Contact Persons

<u>Program</u>	<u>Account Executive</u>	<u>Contact Person</u>
ACCESS SDA 185 Margaret Street Plattsburgh, NY 12901	Joan Komorowski	James Calnon
Bronx Center for Progressive Services 1680 Seward Avenue Bronx, NY 10473	Santiago Vargas	Charles De Ramus
Broome County CYO 232 Main Street Binghamton, NY 13905	James Greenman	Eric Ross
Catholic Charities of Buffalo Manpower Services, Inc. 33 Main Street P.O. Box 33 Bowmansville, NY 10426	James Kowalski	Darrell Slisz
Coalition for People's Rights P.O. Box 1214 184 Liberty Street Newburgh, NY 12550	Peter Marcello	De Artics James
Educational Assistance Center, Inc. 50 Clinton Street, Suite 214 Hempstead, NY 11550	Joe Watts	Juanita Whitfield
EOP of Chemung & Schuyler 318 Madison Avenue Elmira, NY 14901	James Greenman	Frances Crew
Elmcor Youth & Adult 98-04 Astoria Boulevard East Elmhurst, NY 11369	Cheryl Ward	Elminio Soto
Henry Street Settlement 265 Henry Street New York, NY 10002	Annie Williams	Christina Koenig

Appendix (cont'd.)

1992-1993 School to Employment Program
Account Executives And Contact Persons

<u>Program</u>	<u>Account Executive</u>	<u>Contact Person</u>
Just-Us, Inc. 87 East 116 Street New York, NY 10029	Santiago Vargas	Edward Auerbach
Latimer Woods 395 Flatbush Avenue Ext. Brooklyn, NY 11201	Cheryl Ward	Alan Walls
Monroe Community College 228 East Main Street Rochester, NY 14604	Jim Horne	Anne Bryant
National Puerto Rican Forum 31 East 32nd Street, 4th floor New York, NY 10016	Santiago Vargas	Kathy Hernandez
New York Urban League 204 West 136th Street New York, NY 10030	Annie Williams	Oran Brown
Ridgewood Bushwick 238 Wyckoff Avenue Brooklyn, NY 11237	Cheryl Ward	Benny Burgos
Schenectady Youth Consortium 615/609 State Street Schenectady, NY 12305	Ron Poynte	Linda Conklin
UAW-JDIC Buffalo/Erie 892 Main Street Buffalo, NY 14202	James Kowalski	Susan Vallone
Vannguard Urban Improvement 613-619 Throop Avenue Brooklyn, NY 11216	Jim Bryan	Kelvin Hicks